

## HAMPTON ELEMENTARY

PO Box 687

Hampton, South Carolina 29924

**GRADES** 3-6 Elementary School

**ENROLLMENT** 491 Students

**PRINCIPAL** Eric D. Robinson 843-943-3251

**SUPERINTENDENT** Dr. Terry Pruitt 803-943-4576

**BOARD CHAIR** Mr. Eugene Jenkins, Jr. 803-943-0547

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	49	52	1	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

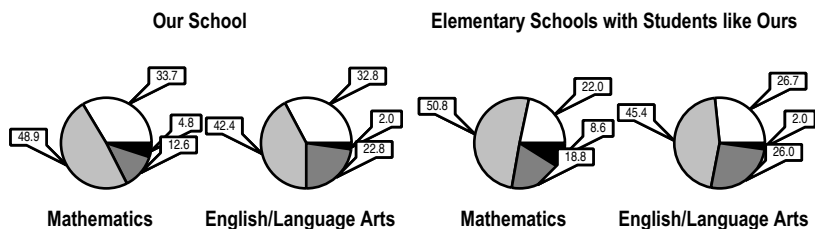
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	30	171	94
Percent satisfied with learning environment	79.3%	62.7%	78.7%
Percent satisfied with social and physical environment	86.7%	78.7%	65.2%
Percent satisfied with home-school relations	43.3%	75.1%	81.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	492	98.8	32.8	42.4	22.8	2.0	24.8	17.6
Gender								
Male	269	98.1	38.8	42.1	17.9	1.3	19.2	17.6
Female	223	99.6	26.1	42.7	28.4	2.8	31.3	17.6
Racial/Ethnic Group								
White	235	98.7	21.8	45.5	29.9	2.8	32.7	17.6
African-American	252	99.2	43.2	39.4	16.1	1.3	17.4	17.6
Asian/Pacific Islander	2	50.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	414	99.5	27.9	43.3	26.4	2.3	28.7	17.6
Disabled	78	94.9	60.3	36.8	2.9	N/A	2.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	492	98.8	32.8	42.4	22.8	2.0	24.8	17.6
English Proficiency								
Limited English proficient	1	N/A	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	491	99.0	32.8	42.4	22.8	2.0	24.8	17.6
Socio-Economic Status								
Subsidized meals	321	98.4	39.6	42.7	16.7	1.0	17.7	17.6
Full-pay meals	171	99.4	20.9	41.7	33.7	3.7	37.4	17.6

Mathematics								
All students	492	99.8	33.7	48.9	12.6	4.8	17.4	15.5
Gender								
Male	269	99.6	36.2	46.5	11.5	5.8	17.3	15.5
Female	223	100.0	30.8	51.7	13.7	3.8	17.5	15.5
Racial/Ethnic Group								
White	235	99.6	21.7	52.8	17.9	7.5	25.5	15.5
African-American	252	100.0	44.7	45.1	7.6	2.5	10.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	414	99.8	28.5	52.5	13.3	5.7	19.1	15.5
Disabled	78	100.0	62.0	29.6	8.5	N/A	8.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	492	99.8	33.7	48.9	12.6	4.8	17.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	491	99.8	33.6	49.0	12.6	4.9	17.4	15.5
Socio-Economic Status								
Subsidized meals	321	99.7	40.1	49.5	8.3	2.1	10.4	15.5
Full-pay meals	171	100.0	22.4	47.9	20.0	9.7	29.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	52	N/A	13.7	43.1	41.2	2.0	43.1
	Grade 4	75	N/A	21.6	60.8	16.2	1.4	17.6
	Grade 5	169	N/A	31.0	50.6	16.7	1.8	18.5
	Grade 6	152	N/A	25.7	42.1	24.3	7.9	32.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	96.8	16.7	40.7	40.7	1.9	42.6
	Grade 4	68	98.5	31.7	41.3	27.0	N/A	27.0
	Grade 5	184	99.5	37.8	45.3	16.3	0.6	16.9
	Grade 6	178	98.9	33.3	40.1	22.2	4.3	26.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	52	N/A	25.0	38.5	23.1	13.5	36.5
	Grade 4	75	N/A	28.0	56.0	13.3	2.7	16.0
	Grade 5	169	N/A	46.4	41.1	8.3	4.2	12.5
	Grade 6	152	N/A	31.1	49.7	15.9	3.3	19.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	32.1	57.1	8.9	1.8	10.7
	Grade 4	68	100.0	21.9	53.1	18.8	6.3	25.0
	Grade 5	184	100.0	39.3	48.6	8.1	4.0	12.1
	Grade 6	178	99.4	32.9	44.7	16.1	6.2	22.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 491)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Down from 6.3%	2.7%	2.4%
Attendance rate	96.0%	Up from 95.6%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.2%	Up from 6.8%	12.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.2%	Down from 12.4%	8.4%	8.0%
Older than usual for grade	5.1%	Down from 5.6%	1.2%	1.1%
Suspended or expelled	0.6%	Down from 2.4%	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	33.3%	Up from 28.6%	47.1%	50.0%
Continuing contract teachers	97.0%	Up from 91.4%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.9%	Down from 84.8%	86.9%	86.2%
Teacher attendance rate	92.4%	Down from 93.9%	95.2%	95.3%
Average teacher salary	\$39,216	Up 4.9%	\$39,468	\$39,909
Prof. development days/teacher	6.1 days	Up from 5.5 days	11.5 days	11.4 days

School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio	21.1 to 1	Up from 15.1 to 1	18.9 to 1	18.9 to 1
Prime instructional time	87.8%	Down from 88.9%	89.4%	89.7%
Dollars spent per pupil*	\$5,612	Up 6.3%	\$5,649	\$5,892
Percent spent on teacher salaries*	68.3%	Up from 67.2%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	40.2%	Down from 95.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As the new principal of Hampton Elementary, I have continued with philosophies that made HES successful in the past while implementing new ideas to improve the quality of education. The faculty and staff have a twofold goal for the children of our school. We want to provide help for students who did not meet standards and raise the bar for the students who have already met the standards. To reach our goals, we have implemented different strategies throughout the school year.

Students who were below basic on PACT were provided remediation periods during the regular school day. They were also allowed to attend an after school program that reinforced the curriculum and provided additional support. Throughout the year, HES students visited the computer lab to master skills using various software programs that reinforced the S.C. standards being taught in the classroom. The software programs allowed each child to work at his or her level and reach individual levels of success.

In an effort to involve parents and the community, HES students displayed their academic skills in math and science fairs. Several students also participated in a variety of writing contests.

At Hampton Elementary we want every student to score as high as possible on standardized tests. However, we look beyond one test. It is our goal to prepare our students to become capable and productive citizens armed with a wealth of knowledge.

Eric D. Robinson

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.